



**ORIGINAL RESEARCH PAPER**

**Education**

**ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS – LOCALITY WISE ANALYSIS**

**KEY WORDS:** Achievement Motivation, Academic Achievement and higher secondary students.

**Mrs. P. Imani**

M.Ed Student (II Year), Sri Ram Nallamani Yadava College of Education, Tenkasi

**Dr. S. Subramanian**

Assistant Professor, Sri Ram Nallamani Yadava College of Education, Tenkasi Co-author

**ABSTRACT**

The present study examined the achievement motivation and academic achievement of higher secondary students with respect to locality. The objectives of the study are to find out the level of achievement motivation and academic achievement of higher secondary students and also to find out the relationship between achievement motivation and academic achievement of higher secondary school students. Survey method was used to collect data. The investigator used self made tool to find the achievement motivation of the higher secondary students. The result revealed that there is significant relationship between achievement motivation and academic achievement of the male higher secondary students.

**INTRODUCTION**

Education is a persistent feature characterizing all human societies. In broad sense, it aims at all round development of personality of child. In other words education aims at harmonious development of cognitive, affective and psychomotor domains. There are various agencies which contribute at different stages and to different degrees in achieving the said aim. These agencies can be broadly classified in to two categories viz. formal and informal. School is a formal agency. Various activities carried out in school contribute in shaping the personality of child. Apart from this, the various activities of school are organized so that student's academic achievement, achievement motivation and intelligence can be raised and academic anxiety can be reduced. The academic achievement is day by day, attracting the attention of educators because it has been taken as a criterion for selection in various walks of life.

**ACHIEVEMENT MOTIVATION**

The term motivation is derived from the Latin word 'Movex' or the 'Motum', which means to move, motor and motion. It is the move towards set goals; therefore, motivation is a force, which energizes the behaviour of learners. Motivation has come to be regarded as one of the major domains of psychology and education. Motivation drives and directs behaviour; achievement motivation governs behaviour relevant to achievement and learning. An understanding of achievement motivation has implications for many aspects of human life, including how individuals develop new skills, and how or whether they make use of existing skills.

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. The desire of the learner to improve his achievement at school or to get a good grade or to become an engineer and so on is known as achievement motive.

**Academic Achievement**

Academic achievement of an individual is so far considered to be influenced in part by his ability to make adjust to his environment, in part by his special abilities, aptitude and intelligence, which are integral part of his personality and in part by the intensity of drives and motives which serves as the impelling for his activities. Thus academic achievement refers to the degree or level of success and that of proficiency attained in some specific area concerning scholastic and academic work.

**Achievement Motivation and Academic Achievement**

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life. be it personal or professional. The drive may come from an internal or external source. The individual determines this. The

factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action.

According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.

**OBJECTIVES**

1. To find out the level of achievement motivation of higher secondary school students with respect to locality.
2. To find out the level of academic achievement of higher secondary school students with respect to locality.
3. To find out the relationship between achievement motivation and academic achievement of the higher secondary students.

**NULL HYPOTHESES**

1. There is no significant relationship between achievement motivation and academic achievement of the higher secondary students.

**METHOD**

The investigator used survey method to study a study on achievement motivation and academic achievement of higher secondary students.

**POPULATION**

The population of the study consists of higher secondary students in Tenkasi educational district.

**SAMPLE**

The investigator has randomly selected 225 students who are studying in XI and XII standard in Tenkasi educational district for the present study.

**TOOLS USED IN THE STUDY**

Achievement Motivation Scale (AMS) is developed and validated (2016) by the investigator.

**STATISTICAL TECHNIQUES USED**

Percentage analysis, mean, standard deviation, 't' test, Correlation analysis

**TABLE – 1 LEVEL OF ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY STUDENTS**

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Locality of the Student	Rural	25	16.8	103	69.1	21	14.1
	Urban	12	15.8	51	67.1	13	17.1

It is inferred from the above table shows that, the higher secondary school students have moderate level on their achievement motivation with respect to locality.

**TABLE –2  
LEVEL OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Locality of the Student	Rural	30	20.1	98	65.8	21	14.1
	Urban	14	18.4	47	61.8	19.7	15

It is inferred from the above table shows that, the higher secondary school students have moderate level on their academic achievement with respect to locality.

**NULL HYPOTHESIS 1**

There is no significant relationship between Achievement Motivation and Academic Achievement of the higher secondary students.

**TABLE - 3  
RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY STUDENTS**

Variables	Calculated 'r' Value	Table 'r' Value	Remarks at 5% level
Achievement Motivation and Academic Achievement	0.128	0.113	S

It is inferred from the above table shows that there is significant relationship between achievement motivation and academic achievement of the higher secondary students.

**FINDINGS**

1. The achievement motivation of higher secondary students is moderate.
2. The academic achievement of higher secondary students is moderate.
3. There is significant relationship between achievement motivation and academic achievement of the higher secondary students.

**EDUCATIONAL IMPLICATIONS**

The correlation result reveals that there is significant relationship between Achievement Motivation and Academic Achievement of the higher secondary students. This may be due to fact that, those who are having good motivation definitely will achieve not only in education and all fields. The higher secondary students are going to write government examination and the marks of an examination determine the students' future life. So they glue a target and move towards achieve the same. The achievement motivation of the students are high, so that their academic achievement also good. If the students are provided with an adequate facilities such as residential schools with conducive atmosphere to learn and if the teachers co-operate with them by encouraging them to participate in all extra- curricular activities and constant motivation session will definitely enable them to come to the main stream of students.

**REFERENCE:**

1. Aggarwal, Y. P. (1986). Statistical method: concepts, application and computation. New Delhi: Sterling publishers (p) Ltd.
2. Aiso Heinze Kristina Reiss, Franziska Rudolph. (2005). Mathematics achievement and interest in mathematics from a differential perspective. ZDM 2005 Vol. 37 (3).
3. Benedict, Mary. (2001). News Stories May Form Your Publication's Character; Well-Written Features Help To Create Its Personality. Quill and Scroll, v75 n3 p4-7.
4. Best, John. W. (1977). Research in Education. Englewood Cliffs: Prentice Hall Inc.
5. Davey, Maureen. (2003). Resilience Processes in Adolescents: Personality
6. Deshiell J.F. (1937). Fundamentals of General psychology, Boston: Houghton Migglin company, p579.
7. Diane L. Witt-Rose. (2003). Student self-efficacy in college science: an investigation of gender, age, and academic achievement. M.Sc. dissertation, University of Wisconsin-Stout.